DOCUMENT RESUME

ED 283 127 CS 008 839

AUTHOR Kitao, S. Kathleen; Kitao, Kenji
TITLE Reading and Schema Theory: A Bibliography.
PUB DATE [86]
NOTE 24p.
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Cognitive Psychology; *Cognitive Structures; Context Clues; Prior Learning; *Reading Processes; Reading Research; *Schemata (Cognition)
IDENTIFIERS Content Structure; Contextual Effects; *Schema Theory; Scripts (Knowledge Structures); *Text Processing (Reading)

ABSTRACT

Reflecting recent widespread interest in schema theory, this bibliography is intended to assist anyone interested in how the topic relates to reading. The introduction defines schema theory as the study of generic knowledge structures--called schemata--which are composed of "slots" or "placeholders" for each component, and which include information about how to fill slots, relationships among slots, and interrelationships among schemata. The remainder of the document consists of bibliographic citations for references related to both textual schemata and content schemata, especially as they relate to the reading process. References to a number of other theories (such as script theory) and fields of research (such as context effects) which are related to schema theory are also cited. (SKC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED283127

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Reading and Schema Theory: A Bibliography

S. Kathleen Kitao

Kenji Kitao

Department of Communication

Michigan State University

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S. Kathleen Kitao

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS008839

BEST COPY AVAILABLE

ABSTRACT

Although schema theory is generally attributed to Bartlett (1932), it is only in recent years that there has been widespread interest in it, particularly as it relates to reading. Schemata can be defined as highly organized generic knowledge structures composed of "slots" or "placeholders" for each component (den Uyl & van Oostemdorp, 1980). A schema includes information about constraints on what can be used to fill a particular slot (Anderson, 1978), relationships among the slots (Graesser, Woll, Kowalski, & Smith, 1980), and a web of relationships with other schemata (Pearson & Spiro, 1982).

In this bibliography, we have included citations for references related to both textual schemata and content schemata, especially as they relate to the reading process. There are, in addition, a number of other theories (e.g., script theory) and fields of research (e.g., context effects) which are related to schema theory and which are useful for anyone interested in schema theory. We have included citations for references related to these areas.

If the reader is not familiar with schema theory, there are a number of articles with good explanations of schema theory and how it is applied. These include Anderson, Reynolds, Schallert, and Goetz (1977); Anderson (1978); Graesser, Woll, Kowalski, and Smith (1980); and Pearson and Spiro (1982). Abelson (1981), Schank and Abelson (1977), and den Uyl and van Oostemdorp (1980) have good explanations of script theory.

Langer (1982; 1984) has explanations of the application of these theories specifically to reading. For those interested in the application of schema theory to second language reading in particular, Carrell (1983c; 1984b) provides good reviews.

Reading and Schema Theory:

A Bibliography

Abelson, R. P. (1981). Psychological status of the script concept. American Psychologist, 36, 715-729.

Adams, M. A. (1979). A schema-theoretic view of reading. In R. O. Freedle (Ed.), New Directions in Discourse Processing (pp. 1-22). Norwood, NJ: Ablex.

Alba, J. W., & Hasher, L. (1983). Is memory schematic? Psychological Bulletin, 93, 203-231.

Anderson, J. R. (1978). Arguments concerning representations for mental imagery. Psychological Review, 85, 249-277.

Anderson, J. R. (1981). Effects of prior knowledge on memory for new information. Memory and Cognition, 9, 237-246.

Anderson, R. C. (1977). The notion of schema and the educational enterprise. In R.C. Anderson, R.J. Spiro, & W.E. Montague (Eds.), Schooling and the acquisition of knowledge. Hillsdale, NJ: Lawrence Erlbaum Associates.

Anderson, R. C. (1978). Schema-directed processes in language comprehension. In A. Lesgold, J. Pelligreno, S. Fokkema, & R. Glaser (Eds.), Cognitive Psychology and Instruction (pp. 67-82). New York: Plenum.

Anderson, R. C., & Pichert, J. W. (1978). Recall of previously unrecallable information following a shift in perspective. Journal of Verbal Learning and Verbal Behavior, 17, 1-12.

Anderson, R. C., Pichert, J. W., Goetz, E. T. Schallert, D. L., Stevens, K. V., & Trollip, S. R. (1976). Instantiation of general terms. Journal of Verbal Learning and Verbal Behavior, 15, 667-680.

Anderson, R. C., Reynolds, R. E., Schallert, D. L., & Goetz, E. T. (1977). Frameworks for comprehending discourse. American Educational Research Journal, 14, 367-382.

Anderson, R. C., Pichert, J. W., & Shirey, L. L. (1979). Effects of the reader's schema at different points in time. (ERIC Document Reproduction Service No. ED 169 523)

Anderson, R. C., & Shifrin, Z. (1980). The meaning of words in context. In R. J. Spiro, B. C. Bruce, & W. F. Brewer (Eds.), Theoretical Issues in Reading Comprehension (pp. 331-348). Hillsdale, NJ: Lawrence Erlbaum Associates.

Anderson, R. C., Spiro, R. J., & Anderson, M. C. (1978). Schemata as scaffolding for the representation of information in connected discourse. American Educational Research Journal, 15, 433-440.

Aspatore, J. V. (1984). "But I don't know all the words!" Foreign Language Annals, 17, 297-299.

Au, K. H.-P. (1979). Using the experience-text-relationship method with minority children. The Reading Teacher, 32, 667-679.

Ausubel, D. P. (1960). The use of advance organizers in the learning and retention of meaningful verbal material. Journal of Educational Psychology, 51, 267-272.

Ausubel, D. P., & Fitzgerald, D. (1962). Organizers, general background knowledge, and antecedent learning variables in sequential verbal learning. Journal of Educational Psychology, 53, 243-249.

Babcock, A. E. (1985). Teaching reading: Asking the right questions. Foreign Language Annals, 18, 385-387.

Baker, L. (1978). Processing temporal relationships in simple stories: Effects of input sequence. Journal of Verbal Learning and Verbal Behavior, 17, 559-572.

Baldwin, R. S., Peleg-Bruckner, Z., & McClintock, A. H. (1985). Effects of topic interest and prior knowledge on reading comprehension. Reading Research Quarterly, 20, 497-504.

Barclay, J., Bransford, J., Franks, J., McCarrell, N., & Nitsch, K. (1974). Comprehension and semantic flexibility. Journal of Verbal Learning and Verbal Behavior, 13, 471-481.

Barnes, B. R., & Clawson, E. U. (1979). Do advanced organizers facilitate learning? Review of Educational Research, 45, 637-659.

Bartlett, F. C. (1932). Remembering. Cambridge: Cambridge University Press.

Biemiller, A. (1970). The development of the use of graphic and contextual information as children learn to read. Reading Research Quarterly, 6, 75-96.

Black, J. B. & Bower, G. H. (1979). Episodes as chunks in narrative memory. Journal of Verbal Learning and Verbal Behavior, 18, 309-318.

Black, J. B., & Bower, G. H. (1980). Story understanding as problem solving. Poetics, 9, 223-250.

Black, J. B., Turner, T. J., & Bower, G. H. (1979). Point of view in narrative comprehension memory, and production. Journal of Verbal Learning and Verbal Behavior, 11, 187-198.

Black, J. B., & Wilensky, R. (1979). An evaluation of story grammars. Cognitive Science, 3, 213-230.

_____. (1974). Selective facilitation and interference in retention of prose. Journal of Educational Psychology, 66, 1-8.

Bobrow, D. G., & Norman, D. A. (1975). Some principles of memory schemata. In D.G. Bobrow & A. Collins (Eds.), Representation and Understanding. New York: Academic Press.

Bower, G.H. (1978). Experiments on story comprehension and recall. Discourse Processes, 1, 211-231.

Bower, G. H., Black, J. B., & Turner, T. (1979). Scripts in memory for text. Cognitive Psychology, 11, 177-220.

Bracewell, R., Frederiksen, C., & Frederiksen, J. (1982). Cognitive processes in composing and comprehending discourse. Educational Psychologist, 17(3).

Bransford, J. D., Barclay, J. R., & Franks, J. J. (1972). Sentence memory: A constructive versus interpretive approach. Cognitive Psychology, 3, 193-209.

Bransford, J. D., & Johnson, M. K. (1972). Contextual prerequisites for understanding: Some investigations of comprehension and recall. Journal of Verbal Learning and Verbal Behavior, 11, 717-726.

Bransford, J. D. & Johnson, M. K. (1973). Considerations of some problems of comprehension. In W.G. Chase (Ed.), Visual Information Processing. New York: Academic Press.

Caffi, C. (1984). Some remarks on illocution and metacommunication. Journal of Pragmatics, 8, 449-467.

Canale, M. (1984). Considerations in the testing of reading and listening proficiency. Foreign Language Annals, 17, 349-357.

Canale, M., Child, J., Jones, R. L., Liskin-Gasparro, J. E., & Lowe, P., Jr. (1984). The testing of reading and listening proficiency: A synthesis. Foreign Language Annals, 17, 389-391.

Candlin, C. N., & Saedi, K. L. (1983). Processes of Discourse. Journal of Applied Language Study, 1, 103-133.

Carrell, P. L. (1981). Culture-specific schemata in L2 comprehension. In R. Orem & J. Haskell (Eds.), Selected Papers from the Ninth Illinois TESOL/BE Annual Convention First Midwest TESOL Conference (pp. 123-132). Chicago: Illinois TESOL/BE.

_____. (1983a). Some issues in studying the role of schemata, or background knowledge, in second language comprehension. Reading in a Foreign Language, 1(2), 81-91.

_____. (1983b). Three components of background knowledge in reading comprehension. Language Learning, 33, 183-207.

_____. (1983c). Background knowledge in second language comprehension. Language Learning and Communication, 2, 25-33.

_____. (1984a). Schema theory and ESL reading: Classroom implications and applications. The Modern Language Journal, 68, 332-343.

_____. (1984b). Evidence of a formal schema in second language comprehension. Language Learning, 34, 87-112.

_____. (1984c). The effects of rhetorical organization on ESL readers. TESOL Quarterly, 18, 441-469.

_____. (1985). Facilitating ESL reading by teaching text structure. TESOL Quarterly, 19, 727-752.

Carrell, P. L., & Eisterhold, J. C. (1983). Schema Theory and ESL Reading Pedagogy. TESOL Quarterly, 17, 553-573.

Carrell, P. L., & Wallace, B. (1983). Background knowledge: context and familiarity in reading comprehension. In M. Clarke & J. Handscombe (Eds.), On TESOL '82 (pp. 295-308). Washington: TESOL.

Chafe, W. (1972). Discourse structure and human knowledge. In R. Freedle & J. B. Carroll (Eds.), Language Comprehension and the Acquisition of Knowledge. Washington, D.C.: Winston.

Chaffin, R. (1979). Knowledge of language and knowledge about the world: A reaction time study of invited and necessary inferences. Cognitive Science, 3, 311-328.

Charniak, E. (1975). Organization and inference in a frame-like system of common knowledge. In R. C. Schank & B. L. Nash-Weber (Eds.), Theoretical Issues in Natural Language Processing (pp. 42-51). Cambridge, MA: Bolt, Beranek & Newman.

Charniak, E. (1982). Context recognition in language comprehension. In W. G. Sehnert & M. H. Ringle (Eds.), Strategies for Natural Language Processing (pp. 435-454). Hillsdale, NJ: Lawrence Erlbaum Associates.

Child, J. R. (1984). Testing language proficiency in the receptive skills: Native vs. learner performance. Foreign Language Annals, 17, 361-364.

Chihara, T. Oller, J. Weaver, K., & Chavez-Oller, M. A. (1977). Are cloze items sensitive to discourse constraints? Language Learning, 27, 63-73.

Clarke, M. A. (1980). The short circuit hypothesis of ESL reading. Modern Language Journal, 64, 203-209.

Clarke, M. A. (1979). Reading in Spanish and English: Evidence from adult ESL students. Language Learning, 29, 121-150.

Clarke, M. A., & Silberstein, S. (1977). Toward a realization of psycholinguistic principles in the ESL reading class. Language Learning, 27, 135-154.

Conrad, C. (1974). Context effects in sentence comrephension: A study of the subjective lexicon. Memory and Cognition, 2, 130-138.

Cowen, J. R. (1976). Reading, perceptual strategies and contrastive analysis. Language Learning, 26, 95-109.

Cziko, G. A. (1978). Differences in first- and second-language reading: The use of syntactic, semantic, and discourse constraints. Canadian Modern Language Review, 34, 473-489.

Danks, J. (1969). Grammaticalness and meaningfulness in the comprehension of sentences. Journal of Verbal Learning and Verbal Behavior, 8, 687-696.

Den Uyl, M., & van Oostemdorp, H. (1980). The use of scripts in text comprehension. Poetics, 9, 275-294.

Dooling, D. J. (1972). Some context effects in the speeded comprehension of sentences. Journal of Experimental Psychology, 93, 56-62.

Dooling, K. J., & Mullet, R. (1973). Locus of thematic effects in retention of prose. Journal of Experimental Psychology, 97, 404-406.

Eamon, D. B. (1978-1979). Selection and recall of topical information in prose by better and poorer readers. Reading Research Quarterly, 14, 244-257.

Eskey, D. (1970). A new technique for the teaching of reading to advanced students. TESOL Quarterly, 4, 315-321.

Fitzgerald, J. (1984). The relationship between reading ability and expectations for story structure. Discourse Processes, 7, 21-41.

Fass, W., & Schumacher, G. M. (1981). Schema theory and prose retention: Boundary conditions for encoding and retrieval effects. Discourse Processes, 4, 17-26.

Foss, D. J., & Jenkins, C. M. (1973). Some effects of context on the comprehension of ambiguous sentences. Journal of Verbal Learning and Verbal Behavior, 12, 577-589.

Frase, L. T. (1969). Paragraph organization of written materials: Influences of conceptual clustering upon the level and organization of recall. Journal of Educational Psychology, 60, 394-401.

Frase, L. T., & Kreitzberg, V. S. (1975). Effect of topical and indirect learning directions on prose recall. Journal of Educational Psychology, 67, 320-324.

Frederickson, C. (1972). Effects of context-induced cognitive operations on comprehension and memory processes. In J. Carroll & R. Freedle (Eds.), Language comprehension and the acquisition of knowledge. Washington, DC: V.H. Winston.

Frederiksen, C. H. (1976). Effects of content-induced processing operations on semantic information acquired from discourse. Cognitive Psychology, 7, 139-166.

Freedle, R., & Hale, G. (1979). Acquisition of new comprehension schemata for expository prose transfer of a narrative schema. In R. O. Freedle (Ed.), New Directions in Discourse Processing (pp. 121-135). Norwood, NJ: Ablex.

Freedle, R., Naus, M., & Schwartz, L. (1977). Prose processing from a psychosocial perspective. In R. Freedle (Ed.), Discourse Production and Comprehension. Norwood, NJ: Ablex.

Freedman, G., & Reynolds, E. G. (1980). Enriching basal reader lessons with semantic webbing. The Reading Teacher, 33, 677-684.

Friedman, A. (1979). Framing pictures: The role of knowledge in automatized encoding and memory for gist. Journal of Experimental Psychology: General, 108, 316-355.

Gagne, R. M. (1969). Context, isolation and interference effects on the retention of prose. Educational Psychology, 60, 408-414.

Gagne, R. M., & Wiegand, W.K. (1970). The effect of superordinate contexts on learning and retention of facts. Journal of Educational Psychology, 61, 406-409.

Gatbonton, E., & Tucker, G. R. (1971). Cultural orientation and the study of foreign literature. TESOL Quarterly, 5, 137-143.

Gensler, O. (1977). Non-syntactic anaphora and frame semantics. Proceedings of the Third Annual Meeting of the Berkeley Linguistics Society (pp. 321-334). Berkeley: Institute of Human Learning, University of California, Berkeley.

Giles, H., & Smith, P. (1979). Accommodation theory: Optimal levels of convergence. In H. Giles & R. N. St. Clair (Eds.), Language and Social Psychology (pp. 45-65). Baltimore: University Park Press.

Gillet, J., & Temple, C. (1982). Understanding Reading Problems: Assessment and Instruction. Boston: Little, Brown, and Co.

Glenn, C. (1978). The role of episodic structure and of story length in children's recall of simple stories. Journal of Verbal Learning and Verbal Behavior, 17, 229-247.

Glenn, C. G. (1980). Relationship between story content and structure. Journal of Educational Psychology, 72, 550-560.

Goetz, E. T. (1979). Infering from text: Some factors influencing which inferences will be made. Discourse Processes, 2, 179-195.

Golinkoff, R. M. (1975-1976). A comparison of reading comprehension processes in good and poor comprehenders. Reading Research Quarterly, 4, 623-659.

Goodman, K. S. (1967). Reading: A psycholinguistic guessing game. Journal of the Reading Specialist, 6, 126-135.

Goodman, K. S. (1970). Behind the eye: What happens in reading. In K. S. Goodman & O. S. Niles (Eds.), Reading: Process and Program (pp. 3-38). Urbana, IL: National Council of Teachers of English.

Graesser, A. C. (1978). How to catch a fish: The memory and representation of common procedures. Discourse Processes, 1, 72-89.

Graesser, A. C., Gordon, A. C., & Sawyer, J. D. (1979). Recognition memory for typical and atypical actions in scripted activities: Tests of a script pointer + tag hypothesis. Journal of Verbal Learning and Verbal Behavior, 18, 319-332.

Graesser, A. C., Hoffman, N. L., & Clark, L. F. (1980). Structural components of reading time. Journal of Verbal Learning and Verbal Behavior, 19, 135-151.

Graesser, A. C., Woll, B., Kowalski, D. J., & Smith, D. A. (1980). Memory for typical and atypical actions in scripted activities. Journal of Experimental Psychology: Human Learning and Memory, 6, 503-515.

Graves, M. F., Cook, C. L., & LaBerge, M. J. (1983). Effects of previewing difficult short stories on low ability junior high school students' comprehension, recall, and attitudes. Reading Research Quarterly, 18, 262-276.

Greenewald, M. J. (1981). Developing and using cloze materials to teach reading. Foreign Language Annals, 14, 185-188.

Haberlandt, K., Berian, C., & Sanderson, J. (1980). The episode schema in story processing. Journal of Verbal Learning and Verbal Behavior, 19, 635-650.

Haberlandt, K., & Bingham, G. (1982). The role of scripts in comprehension and retention of texts. Text, 2(1-3), 29-46.

Hare, V. C. (1982). Preassessment of topical knowledge: A validation and extension. Journal of Reading Behavior, 14, 77-85.

Harris, R. J. (1974). Memory and comprehension of implications and inferences of complex sentences. Journal of Verbal Learning and Verbal Behavior, 13, 626-637.

Hasher, L., & Griffin, M. (1978). Reconstructive and reproductive processes in memory. Journal of Experimental Psychology: Human Learning and Memory, 4, 318-330.

Hatch, E. (1979). Reading in a second language. In M. Celce-Mareia & L. McIntosh (Eds.), Teaching English as a Second or Foreign Language. Cambridge, MA: Newbury House.

Haverkate, H. (1983). Strategies in linguistic action. Journal of Pragmatics, 7, 637-656.

Haviland, S. E., & Clark, H. H. (1974). What's new? Acquiring new information as a process in comprehension. Journal of Verbal Learning and Verbal Behavior, 13, 512-521.

Hildyard, A., & Olsen, D. R. (1978). Memory and inference in the comprehension of oral and written discourse. Discourse Processes, 1, 91-118.

Holmes, B. M., Arwas, R., & Garrett, M. F. (1977). Prior context and the perception of lexically ambiguous sentences. Memory and Cognition, 5, 103-110.

Hudson, T. (1982). The effects of induced schemata on the "short circuit" in L2 reading: Non-decoding factors in L2 reading performance. Language Learning, 32, 1-31.

Jorm, A. F. Effect of word imagery on reading performance as a function of reader ability. Journal of Educational Psychology, 69, 46-54.

Johnson, P. (1981). Effects on reading comprehension of language complexity and cultural background of a text. TESOL Quarterly, 15, 169-181.

Johnson, P. (1982). Effects on reading comprehension of building background knowledge. TESOL Quarterly, 16, 503-516.

Johnson, R. E. (1970). Recall of prose as a function of the structural importance of the linguistic units. Journal of Verbal Learning and Verbal Behavior, 9, 12-20.

Johnson-Laird, P. N., & Tagart, J. (1969). How implication is understood. American Journal of Psychology, 82, 367-373.

Kess, J. F., & R. A. Hoppe. (1985). Bias, individual differences and "shared knowledge" in ambiguity. Journal of Pragmatics, 9, 21-39.

Kieras, D. (1978). Good and bad structure in simple paragraphs: Effects on apparent theme, reading time and recall. Journal of Verbal Learning and Verbal Behavior, 17, 13-28.

Kintsch, W. (1977). On comprehending stories. M.A. Just & P. Carpenter (Eds.), Cognitive processes in comprehension (pp. 63-88). New York: Wiley.

Kintsch, W. (1974). The representation of meaning in memory. Hillsdale, NJ: Lawrence Erlbaum Associates.

Kintsch, W. (1977). On comprehending stories. In M. A. Just & P. Carpenter (Eds.), Cognitive Processes in Comprehension (pp. 63-88). New York: Wiley.

Kintsch, W., & Greene, E. (1978). The role of culture-specific schemata in the comprehension and recall of stories. Discourse Processes, 1, 1-13.

Kintsch, W., Kozminsky, E., Streby, W. J., McKoon, G., & Keenan, J. M. (1975). Comprehension and recall of text as a function of content variables. Journal of Verbal Learning and Verbal Behavior, 14, 196-214.

Kintsch, W., Mandel, T., Kozminsky, E. (1977). Summarizing scrambled stories. Memory and Cognition, 5, 547-552.

Kintsch, W., & van Dijk, T. A. (1978). Toward a model of text comprehension and production. Psychological Review, 85, 363-394.

Koen, F., Becker, A., & Young, R. (1969). The psychological reality of the paragraph. Journal of Verbal Learning and Verbal Behavior, 8, 49-53.

Kozminsky, E. (1977). Altering comprehension: The effect of biasing titles on text comprehension. Memory and Cognition, 5, 482-490.

LaBerge, D., & Samuels, S. J. (1973). Toward a theory of automatic information processing in reading. Cognitive Psychology, 6, 293-323.

Langer, J. A. (1980). Relations between levels of prior knowledge and the organization of recall. In M. L. Kamil & A. J. Moe (Eds.), Perspectives in Reading Research and Instruction. Washington, D.C. National Reading Conference.

_____. (1981). From theory to practice: A prereading plan. Journal of Reading, 25, 152-156.

_____. (1982). What research about reading reveals about the reading process. Secondary School Reading: What Research Reveals for Classroom Practice. Urbana, IL: National Council of Teachers of English.

_____. (1984). Examining background knowledge and text comprehension. Reading Research Quarterly, 19, 468-481.

Langer, J. A., & Nicolich, M. (1981). Prior knowledge and its effect on comprehension. Journal of Reading Behavior, 13, 373-379.

Lesgold, A. M., Roth, S. G., & Curtis, M. E. (1979). Foregrounding effects in discourse comprehension. Journal of Verbal Learning and Verbal Behavior, 18, 281-308.

Levine, M. G., & Haus, G. J. (1985). The effect of background knowledge on the reading comprehension of second language learners. Foreign Language Annals, 18, 391-397.

Lipson, M. Y. (1982). Learning new information from text: The role of prior knowledge and reading ability. Journal of Reading Behavior, 14, 243-261.

Lipson, M. Y. (1983). The influence of religious affiliation on children's memory for text information. Reading Research Quarterly, 18, 448-457.

Lispon, M. (1984). Some unexpected issues in prior knowledge and comprehension. The Reading Teacher, 37.

Lowe, H. Z. (1984). Developing strategic reading skills. Foreign Language Annals, 17, 301-303.

Mandler, J. M. (1978). A code in the node: The use of a story schema in retrieval. Discourse Processes, 1, 14-35.

Mandler, J. M., & Johnson, N. S. (1977). Remembrance of things parsed: Story structure and recall. Cognitive Psychology, 9, 111-151.

Mandler, A. M., & Johnson, N. S. (1980). On throwing the baby out with the bathwater: An reply to Black and Wilensky's evaluation of story grammars. Cognitive Science, 4, 305-312.

Mandler, J. M., Scribner, S., Cole, M., & DeForest, M. (1980). Cultural invariance in story recall. Child Development, 51, 19-26.

Marshall, N., & Glock, M. D. (1978-1979). Comprehension of connected discourse: A study into the relationships between the structure of text and information recalled. Reading Research Quarterly, 14, 10-56.

McKoon, G. (1977). Organization of information in text memory. Journal of Verbal Learning and Verbal Behavior, 16, 247-260.

McKoon, G., & Ratcliff, R. (1980). The comprehension processes and memory structure involved in anaphoric reference. Journal of Verbal Learning and Verbal Behavior, 19, 668-682.

Melendez, E. J., & Pritchard, R. H. (1985). Applying schema theory to foreign language reading. Foreign Language Annals, 18, 399-403.

Meyer, B. J. F. (1977). The structure of prose: Effects on learning and memory and implications for educational practice. In R.C. Anderson, R.J. Spiro, & W.E. Montague (Eds.), Schooling and the acquisition of knowledge. Hillsdale, NJ: Lawrence Erlbaum Associates.

Meyer, B. J. F., Brandt, D. M., & Bluth, G. J. (1980). Use of top-level structure in text: Key for reading comprehension of ninth-graders. Reading Research Quarterly, 16, 72-103.

Meyer, B. J. F., & Freedle, R. O. (1984). Effects of discourse type on recall. American Educational Research Journal, 21(1), 121-143.

Meyer, B. J. H., Haring, M. J., Brankt, D. M., & Walker, C. H. (1980). Comprehension of stories and expository text. Poetics, 9, 203-211.

Meyer, B. J. F., & McConkie, G. (1973). What is recalled after learning a passage? Journal of Educational Psychology, 65, 109-117.

Meyer, B. J. F., & Rice, G. E. (1982). The interaction of reader strategies and the organization of text. Text, 2, 155-192.

Myers, J. L., Pezdek, K., & Coulson, D. (1973). Effects of prose organization upon free recall. Journal of Educational Psychology, 65, 313-320.

Miller, J. R., & Kintsch, W. (1981). Knowledge-based aspects of prose comprehension and readability. Text, 1, 215-232.

Mitchell, D. C., & Green, D. W. (1978). The effects of context and content on immediate processing in reading. Quarterly Journal of Experimental Psychology, 30, 609-636.

Miyake, N., & Norman, D. A. (1979). To ask a question, one must know enough to know what is not known. Journal of Verbal Learning and Verbal Behavior, 18, 357-364.

Morton, J. (1964). The effects of context upon speed of reading, eye-movements, and eye-voice span. Journal of Experimental Psychology, 16, 340-351.

Morris, J. (1968). Barriers to successful reading for second-language students at the secondary level. TESOL Quarterly, 2, 158-163.

Nagy, W. E., Herman, P. A., & Anderson, R. C. (1985). Learning words from context. Reading Research Quarterly, 20, 233-253.

Nemko, B. (1984). Context versus isolation: Another look at beginning readers. Reading Research Quarterly, 19, 461-467.

Nix, D., & Schwarz, M. (1979). Toward a phenomenology of reading comprehension. In R. O. Freedle (Ed.), New Directions in Discourse Processing (pp. 183-196). Norwood, NJ: Ablex.

Nunan, D. (1985). Content familiarity and the perception of textual relationships in second language reading. RELC Journal, 16, 43-51.

Oakan, R., Wiener, M., & Cromer, W. (1971). Identification, organization, and reading comprehension for good and poor readers. Journal of Educational Psychology, 62, 71-78.

Omaggio, A. C. (1984). Making reading comprehensible. Foreign Language Annals, 17, 305-308.

Olshavsky, J. E. (1976-1977). Reading as problem solving: An investigation of strategies. Reading Research Quarterly, 12, 654-674.

Olshavsky, J. E., & Kletzing, K. (1979). Prediction: One strategy for reading success in high school. Journal of Reading, 22, 512-516.

Panalp, S. (1986). Scripts, story grammars and causal schemas. In D. G. Ellis & W. A. Donohue (Eds.), Contemporary Issues in Language and Discourse Processes (pp. 23-61). Hillsdale, NJ: Lawrence Erlbaum Associates.

Pearson, P. D., Hansen, J., & Gordon, C. (1979). The effect of background knowledge on young children's comprehension of explicit and implicit information. Journal of Reading Behavior, 11, 201-209.

Pearson, P. D., & Spiro, R. (1982). The new buzz word in reading is schema. Instructor, 41, 46-48.

Perfetti, C. A., & Lesgold, A. M. (1977). Discourse comprehension and sources of individual differences. In M. A. Just & P. Carpenter (Eds.), Cognitive Processes in Comprehension. New York: Wiley.

Perfetti, C. A., & Goldman, S. R. (1974). Thematization and sentence retrieval. Journal of Verbal Learning and Verbal Behavior, 13, 70-79.

Pezdek, K., & Royer, J. M. (1974). Effects of prose organization upon free recall. Journal of Verbal Learning and Verbal Behavior, 13, 551-558.

Phillips, J. K. (1984). Practical implications of recent research in reading. Foreign Language Annals, 17, 285-296.

Pichert, J. W., & Anderson, R. C. (1977). Taking different perspectives on a story. Journal of Educational Psychology, 69, 309-315.

Pierce, M. E. (1973). Sentence level expectancy as an aid to advanced reading. TESOL Quarterly, 7, 269-277.

Pollard-Gott, L., McCloskey, M., & Todres, A. K. (1979). Subjective story structure. Discourse Processes, 2, 251-281.

Povey, J. F. (1967). Literature in TESOL Programs: The language and the culture. TESOL Quarterly, 1, 40-46.

Raskin, V. (1981). Script-based lexicon. Quaderni di Semantica, 2(1), 25-34.

_____. (1986). Script-based semantic theory. In D. G. Ellis & W. A. Donohue (Eds.), Contemporary Issues in Language and Discourse Processes (pp. 23-61). Hillsdale, NJ: Lawrence Erlbaum Associates.

Reicher, G. M. (1969). Perceptual recognition as a function of meaningfulness of stimulus material. Journal of Experimental Psychology, 81, 274-280.

Reynolds, R., Taylor, M., Steffensen, M., Shirey, L., & Anderson, R. (1982). Cultural schemata and reading comprehension. Reading Research Quarterly, 17, 353-366.

Ribovich, J. K. (1979). The effect of informational background on various reading-related behaviors in adult subjects. Reading World, 18, 240-245.

Rice, G. E. (1980). On cultural schemata. American Ethnologist, 7, 152-171.

Rosch, E. (1975). Cognitive representations of semantic categories. Journal of Experimental Psychology: General, 104, 192-233.

Ross, R. N. (1975). Ellipsis and the structure of expectation. San Jose State Occasional Papers in Linguistics, 1, 183-191.

Rumelhart, D. E. (1975). Notes on schema for stories. In D. B. Bobrow & A. Collins (Eds.), Representation and Understanding: Studies in Cognitive Science (pp. 211-236). New York: Academic Press.

Rumelhart, D. E. (1980). Schemata: The building blocks of cognition. In R. J. Spiro, B. C. Bruce, & W. F. Brewer (Eds.), Theoretical Issues in Reading Comprehension (pp. 33-59). Hillside, NJ: Erlbaum.

Rumelhart, D. E. (1982). Toward an interactive model of reading. In S. Dornic (Ed.), Attention and Performance IV (pp. 573-603). Hillsdale, NJ: Erlbaum.

Rumelhart, D. E., & Ortony, A. (1977). The representation of knowledge in memory. In R. C. Anderson, R. J. Spiro, & W. E. Montague (Eds.), Schooling and the Acquisition of Knowledge (pp. 99-135). Hillsdale, NJ: Lawrence Erlbaum Associates.

Samuels, S. J. (1967). Attitudinal processes in reading: The effect of pictures in the acquisition of reading responses. Journal of Educational Psychology, 58, 337-342.

Schallert, D. (1982). The significance of knowledge: A synthesis of research related to schema theory. In W. Otto & S. White (Eds.) Reading Expository Material. New York: Academic Press.

Schank, R. C. (1972). Conceptual dependency: A theory of natural language understanding. Cognitive Psychology, 3, 552-631.

Schank, R. C. (1975). The structure of episodes in memory. In D. G. Bobrow & A. Collins (Eds.), Representation and Understanding. New York: Academic Press.

Schank, R. C. (1975). Using knowledge to understand. In R. C. Schank & B. L. Nash-Weber (Eds.), Theoretical Issues in Natural Language Processing (pp. 131-135). Cambridge, MA: Bolt, Beranek & Newman.

Schank, R. C. (1980). Language and memory. Cognitive Science, 4, 243-284.

Schank, R.C. (1980). Predictive understanding. In R. M. Campbell & R. T. Smith (Eds.), Recent Advances in the Psychology of Language--Formal and Experimental Approaches. New York: Plenum Press.

Schank, R. C., & Abelson, R. P. (1977). Scripts, plans, goals, and understanding. Hillsdale, NJ: Lawrence Erlbaum Associates.

Schulz, R. A. (1981). Literature and readability: Bridging the gap in foreign language reading. The Modern Language Journal, 65, 43-53.

_____. (1983). From word to meaning: Foreign language reading instruction after the elementary course. Modern Language Journal, 66, 127-134.

_____. (1984). Second language reading research: From theory to practice. Foreign Language Annals, 17, 309-312.

Schwerdtfeger, I. (1980). Perception-oriented foreign language learning and teaching: Theory into practice-notional syllabuses. System, 8, 23-34.

Scribner, S. (1979). Modes of thinking and ways of speaking: Culture and logic reconsidered. In R. O. Freedle, (Ed.), New Directions in Discourse Processing (pp. 121-135). Norwood, NJ: Ablex.

Singer, H., & Donlan, D. (1982). Active comprehension: Problem solving schema with question generation for comprehension of complex short stories. Reading Research Quarterly, 17, 166-183.

Singer, H., Samuels, S. J., & Spiroff, J. (1973-1974). The effect of pictures and contextual conditions on learning responses to printed words. Reading Research Quarterly, 9, 555-567.

Smiley, S. S., Oakley, D. D., Worthen, D., Campione, J. C., & Brown, A. L. (1977). Recall of thematically relevant material by adolescent good and poor readers as a function of written versus oral production. Journal of Educational Psychology, 69, 381-387.

Spilich, G. J., Besonder, G. T., Chiesi, H. L., & Voss, J. F. (1979). Text processing of domain-related information for individuals with high and low domain knowledge. Journal of Verbal Learning and Verbal Behavior, 18, 275-290.

Spiro, R. J. (1977). Remembering information from text: The "state of the schema" approach. In R. C. Anderson, R. J. Spiro, & W. E. Montague (Eds.), Schooling and the acquisition of knowledge. Hillsdale, NJ: Lawrence Erlbaum Associates.

Spiro, R. J. (1980). Prior knowledge and story processing: Integration, selection, and variation. Poetics, 9, 313-327.

Spiro, R. J., & Tirre, W. C. (1979). Individual differences in schema utilization during discourse processing (Tech. Rep. No. 111). Urbana, IL: University of Illinois, Center for the Study of Reading. (ERIC Document Reproduction Service No. ED 166 651)

Steffensen, M. S., Joag-Dev C., & Anderson, R. C. (1979). A cross-cultural perspective on reading comprehension. Reading Research Quarterly, 15, 10-29.

Stein, N.L. (1982). What's in a story: Interpreting the interpretations of story grammars. Discourse Processes, 5, 319-335.

Stein, N.L. and Nezworski, T. (1978). The effects of organization and instructional set on story memory. Discourse Processes, 1, 177-193.

Stevens, K. C. (1980). The effect of background knowledge on the reading comprehension of ninth graders. Journal of Reading Behavior, 12, 151-154.

_____. (1982). Can we improve reading by teaching background information. Journal of Reading, 25, 326-329.

Sulin, R. A., & Dooling, D. J. (1974). Intrusion of a thematic idea in retention of prose. Journal of Experimental Psychology, 103, 255-262.

Swaffer, J. K. (1985). Reading authentic texts in a foreign language: A cognitive model. The Modern Language Journal, 69, 15-34.

Swinney, D. A., & Hakes, D. T. (1976). Effects of prior context upon lexical access during sentence comprehension. Journal of Verbal Learning and Verbal Behavior, 15, 681-689.

Tannen, D. (1977). Well, what did you expect? Proceedings of the Third Annual Meeting of the Berkeley Linguistics Society (pp. 321-334). Berkeley: Institute of Human Learning, University of California, Berkeley.

Tannen, D. (1979). What's in a frame? Surface evidence for underlying expectations. In R. O. Freedle (Ed.), New Directions in Discourse Processing (pp. 137-181). Norwood, NJ: Ablex.

Taylor, B. M. (1979). Good and poor readers' recall of familiar and unfamiliar text. Journal of Reading Behavior, 9, 375-380.

Taylor, B. M., & Beach, R. W. (1984). The effects of text structure instruction on middle grade students' comprehensions and production of expository text. Reading Research Quarterly, 19, 134-146.

Tetrault, E. W. (1984). In support of a natural order in second language reading. Foreign Language Annals, 17, 313-315.

Thorndyke, P. (1977). Cognitive structures in comprehension and memory of narrative discourse. Cognitive Psychology, 9, 77-110.

Thorndyke, P. W., & Yekovich, F. R. (1980). A critique of schemata as a theory of human story memory. Poetics, 9, 23-50.

Till, R. E., Cormak, D. R., & Prince, P. L. (1977). Effects of orienting tasks on sentence comprehension and cued recall. Memory and Cognition, 5, 59-66.

Till, R. E., & Jenkins, J. J. (1973). The effects of cued orienting tasks on the free recall of words. Journal of Verbal Learning and Verbal Behavior, 12, 489-498.

Tulving, E., & Gold, C. (1963). Stimulus information and contextual information as determinants of tachioscopic recognition of words. Journal of Experimental Psychology, 63, 319-327.

Van Dijk, T. A. (1977). Semantic macrostructures and knowledge frames in discourse comprehension. In M. A. Just & P. Carpenter (Eds.), Cognitive processes in comprehension. New York: Wiley.

Vipond, D. (1980). Micro- and macroprocesses in text comprehension. Journal of Verbal Learning and Verbal Behavior, 19, 276-296.

Walsh, E. A., & Jenkins, J. J. (1973). Effects of orienting tasks on free recall in incidental learning: Journal of Verbal Learning and Verbal Behavior, 12, 481-488.

Warren, W. H., Nicholas, D. W., & Trabasso, T. (1979). Event chains and inferences in understanding narratives. In R. O. Freedle (Ed.), New Directions in Discourse Processing (pp. 23-52). Norwood, NJ: Ablex.

Whaley, J. F. (1981). Readers' expectations for story structure. Reading Research Quarterly, 17, 90-114.

White, R. T., & Gagne, R. M. (1976). Retention of related and unrelated sentences. Journal of Educational Psychology, 68, 843-852.

Winfield, F. E., & Barnes-Felfeli, P. (1982). The effects of familiar and unfamiliar cultural context on foreign language composition. Modern Language Journal, 66, 373-378.

Wildman, D. M., & Kling, M. (1978-1979). Semantic, syntactic, and spatial anticipation in reading. Reading Research Quarterly, 14(2), 128-164.

Wilson, C. R. (1983). Teaching reading comprehension by connecting the known to the new. The Reading Teacher, 36, 282-290.

Winograd, T. (1977). A framework for understanding discourse. In M. A. Just & P. Carpenter (Eds.), Cognitive Processes in Comprehension (pp. 63-88). New York: Wiley.

Williams, R. (1983). Teaching the recognition of cohesive ties in reading a foreign language. Reading in a Foreign Language, 1, 35-52.

Wittrock, M. C., Marks, C., & Doctorow, M. (1975). Reading as a generative process. Journal of Educational Psychology, 67, 484-489.

Woytak, L. (1984). Reading proficiency and a psycholinguistic approach to second language reading. Foreign Language Annals, 17, 509-517.

Yekovich, F. R., Walker, C., & Blackman, H. (1979). The role of presupposed and focal information in integrating sentences. Journal of Verbal Learning and Verbal Behavior, 18, 535-548.